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Educ
2525
120

IDEAL CLASS REGISTER OF ATTENDANCE AND SCHOLARSHIP

With a Follow-up Register
For use in High and
Grammar Schools

Name of Teacher _____

Name of School _____

Date _____

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IDEAL CLASS REGISTER

of
Attendance and Scholarship
with a
Follow-Up Record
for use in High and Grammar Schools

Prepared by
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AUTHOR OF
Actual Government of New York State; School Civics; Syllabus of Civics; Syllabus of
Arithmetic; Plane Geometry; Attendance Register; Financial Distributive Ledgers; Number
Cards; Regents Examinations Booklets; a complete set of school Administration Blanks, Record
Cards, etc.

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By F. D. BOYNTON

Foreword

To the Teacher:

IT IS the personal concern of a teacher when a pupil in her class loses interest, withdraws, or fails. The fault may be the teacher's and it may be due to any one or more of a large number of causes. But whatever may be the cause, *it is the business of the teacher to know* why the education of a member of her class has taken such a serious turn, so unexpected in the beginning both to the pupil and to herself. We have, in large measure, passed from the field of "I think," or "I believe," to the field of "I know and here is the data upon which I base my conclusions."

Children fail in their school work, fold back upon the oncoming classes to their detriment, become over-aged for their grade, and increase the burden of the "taxpayer." Some of these are in my classes, or my school, or in my system of schools. What are the causes? The teacher is vitally concerned in the *causes*. Some of these causes are due to illness, to poor feeding, to a bad environment, to homes where the influences are not conducive to serious effort on the part of the children, to physical defects which may be removed many times, entering the first grade a year or two late, moving from one city or district to another, *foreignism*, remaining beyond the age of six in the kindergarten, poor teaching, irregular attendance, lack of discipline, and many other causes less easily catalogued. But *whatever the cause*, it is our business to know.

A child has *three ages*—*Chronological age*, or age as measured in years, months, and days; *Pedagogical age*, or his place in a school where he should be according to his chronological age, e. g., a child of six pedagogically should be in the first year of school, in the second grade the seventh year, etc.; and *Mental age*, determined by mental tests based upon the intelligence of the person tested. By "intelligence" as here used is meant the general mental capacity of an individual consciously to adjust his thinking to new requirements, a general mental adaptability to new problems and conditions of life. Children who become "over-aged" for their grade for whatever cause are *pedagogically retarded*, this however does not mean that they are *mentally deficient*, or mentally retarded. The pedagogical retardation of a given child may be ascertained by *subtracting* the pedagogical age from the chronological, e. g., a child ten

years of age is in the third grade where he normally should be at the age of eight, and is, therefore, two years retarded *pedagogically*. This may happen to a perfectly normal child who has never repeated a term or failed to make normal progress. He simply entered two years late due, possibly to the belief that it is better to do so. But, *it is our business to know*.

Before we can make any worth-while progress in overcoming retardation due to causes within our control, it is necessary to have a plan and then work the plan. One of the best of plans is the keeping of each pupil at *the point of interest* in each of his studies. A pupil may be a fifth grade in all of his work but arithmetic and be a fourth or sixth grade pupil in that. Our scheme of gradation should be sufficiently flexible to permit his leaving his "home" room and go to another room to take his arithmetic or any other study. While this can be done in any school it will be found to work best where there are all grades in the one school building. This plan takes care of the child of slow development and of the precocious child as well without the necessity for "special" classes for either, and without adding necessarily any burden to the regular grade teacher. The plan does not provide for children whose mental age is below normal.

The plan proposed provides that the daily program of recitation be standardized, that is, that the same study shall be taught at the same time throughout the school (see sample program herewith submitted) and the study of each child throughout the year whose program becomes irregular by a teacher charged with this responsibility. For this purpose a special record is kept (see record herewith submitted). This record is designed to show the progress of the given pupil both in his regular studies and in the one or two studies in which he is irregular, that is, in which he is above or below grade. From experience, it develops that a comparatively small number, ten to fifteen percent, of a class will need to be irregularly classified beginning with the fourth grade. The problem is, therefore, not too great to be undertaken and in the beginning can be confined to the more aggravated cases.

It is true that records can be over done. Granting all of this, the fact remains that in school and in the world of affairs we stand still, are dismissed, or pro-

moted according to what we have done or have failed to do. So, a record must be kept of attendance, deportment, scholarship, etc. *Only accurate records are of value.* A written record which is inaccurate may be a vicious thing. Even accurate records may become vicious and misleading when compared with other accurate records *unless the basis* of all is the same and worked out by equally qualified and equally trustworthy persons.

A "scholarship" record cannot be justly used as a means of punishment or of reward. The scholarship record made opposite the name of a child should honestly reflect the unbiased judgment of the one making the record, otherwise the entry is false and to falsify a record is a serious offense. All teachers should work out a uniform basis for ranking the scholarship of the pupils in a school, otherwise, the record of the same pupil has as many different meanings as he has teachers, and while this may be more or less so the adoption of a uniform standard as to what emphasis shall be laid upon daily class work and upon written tests will go far in making the record of a pupil mean something worth while. The following plan is submitted:

The month's scholarship standing is made up on the basis of 100% as representing perfect oral *and* written work. Of this 100%, perfect oral or class recitation is given 60%, and perfect written work is given 40%, i. e., the ratio of oral to written work is as 3 to 2, the *emphasis* being placed upon faithful daily preparation; thus, 5% of class work equals 3% of monthly standing, and 5% of

written work equals 2% of monthly standing. Giving or receiving help in a written recitation *cancels that recitation* and its proportionate percent of the month's standing, e. g., if four written lessons are given during the month and a child gives or receives help in one of these he would, thereby, forfeit $\frac{1}{4}$ of 40% of what his month's standing would otherwise have been.

To avoid the necessity of a pupil's having written lessons continuously in one class after another on the same day, it has been agreed that all written lessons in special subjects or departments shall come on Mondays, mathematics on Tuesdays, languages on Wednesdays, history and English on Thursdays, and the sciences on Fridays. This makes it possible for each department to have four written recitations per month. If a child will study better if he knows he is to have a written lesson, or is likely to have, in some study every day, one of the objects for which he goes to school has been attained and the only purpose of a written recitation has likewise been attained for it is *bad pedagogy* to set an examination for the purpose of "catching" some pupil or class.

This register provides for a weekly, monthly, and term summary of a pupil's scholarship progress. It also provides in a series of columns clearly marked for a study of any pupil who is falling below grade. If the study is made, if the record is kept in the spirit of helpfulness, if we have a desire to ascertain the causes and to remove them in so far as we are able and then a pupil fails or drops out of our classes then our duty has been done—but, otherwise *not*.

Notes and Suggestions

1. Take the roll of **absentees** at each recitation.
2. Require an explanation for an absence when a pupil returns to class **and** arrange to have work made up.
3. Pupils absent for more than two recitations should be **reported and followed up** until they are back in class or dropped by the proper school official.
4. This book is large enough for 12 classes of 35 each for a term of 20 weeks.
5. It is not necessary to rewrite the names during the term.
6. The monthly averages in attendance and scholarship are always in sight.
7. The entire record of a pupil is on the same line.
8. Contains all the needed information without being complex.
9. Only figures or letters are needed to keep the record, no writing excepting the names of the pupils.
10. At the close of the school-year, or whenever this book is completely used, **file it**, with your principal **as a part of the permanent record** of the school.
11. **A PLAN.** The month's **scholarship** record of each pupil is to be made up on the basis of 100% representing **perfect oral and written** work. Of this 100%, perfect ORAL work is to be given 60% and perfect WRITTEN work 40%. Giving or receiving help in **written** work **CANCELS** that work and its proportionate percentage of the 40% given to perfect written work for the month. A **scholarship** record to be of any value should **honestly reflect** the scholarship standing of the pupil against whom it is made. Any other kind of a record is untrue and a **serious pedagogical offense**.
12. **IMPORTANT.** Do you **know** why a pupil in your class is failing? What have you **done** to find out? If you really care, read the Foreword to Teachers and follow the plan of the Supplement further on in this book. **This means following up the half dozen or less, and not the whole class. Each page is arranged for groups of five.**
13. **KEY TO MARKING.** The State of New York recognizes certain excuses for absence and tardiness as legitimate. These are:—"S" for illness of child; "F" for illness in family; "R" severe storm, impassable roads; "W" weather conditions; "I" illegal; "T" for truancy; "E" private lesson in Music, etc.
14. **THE PROBLEM METHOD.** Modern School room practice has changed from assignment of a certain number of pages of the textbook for a lesson, **and** from the form of recitation that checked up the pupil as to his having learned the facts in the pages assigned to the **problem** method of assignment. This puts the child into his work with intelligence and makes him a real part of the recitation period. It would be well to read up on this method if you have not already done so.
15. **CHARGING TEXTBOOKS.** Where textbooks are furnished by the Board of Education and teachers held responsible for their care and return, it will be found helpful to charge them to pupils by **number** opposite the name of the pupil, subject by subject, in the column herein provided.

.....SCHOOL—IDEAL CLASS REGISTER

For the term beginning.....192..., ending.....192....

Subject.....1st, 2nd, 3rd, 4th and 5th Weeks. Attendance and Class Work, Oral and Written

[illegible]

SCHOLARSHIP
AND
FOLLOW-UP REGISTER

“Follow-up” Record by the Teacher

No teacher can afford to be indifferent to or neglect a pupil failing in her class

[illegible]

Scholarship Record in.....

(Name of Study)

for the 1st, 2nd, 3rd, 4th and 5th Weeks of the term beginning.....192.....

pupil's failure.

1st Week

2nd Week

3rd Week

4th Week

5th Week

Week's Average

DISPOSAL

M T W Th F M T W Th F M T W Th F M T W Th F 1w 2w 3w 4w 5w







